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ABSTRACT

The community and junior college can assist in the corrections field by increasing the effectiveness of semiprofessional personnel in all areas and by providing pre-service and in-service education in the field of corrections. This report discusses the competencies needed, and the jobs and training necessary for work in corrections. Various types of programs are suggested: Certificate Program; Career-Oriented Associate Degree Program; College-Parallel Associate Degree Curriculum; and Certificate in Corrections Curriculum. Direction is given to correction programs through institutes, conferences, and workshops as well as through discussion of faculty, targets, goals, legislation, and general correction philosophy. The purpose of this report is to provide: (1) guidelines to the junior colleges on how they might serve the correctional field, and (2) information for correctional administrators on how they may use the junior colleges to improve their programs. Some organizations dedicated to the field of corrections, with their addresses, are listed. (CA)

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GUIDELINES for

CORRECTIONS PROGRAMS

in COMMUNITY and JUNIOR COLLEGES

JC 710 014

by

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Criminology and Corrections
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FOREWORD

Early in the W. K. Kellogg Foundation program for public service education, it was determined that the career field concerned with correcting and rehabilitating offenders deserved priority. One obvious reason, of course, was that since so many of the nation's community colleges were already engaged in developing manpower for the enforcement arm of the criminal justice system, it seemed important for a similar effort to be made on behalf of the personnel who must deal with offenders long after police responsibility has ceased. To encourage programs aimed at education in corrections, the American Association of Junior Colleges conducted five regional discussion sessions in which selected practitioners described the personnel needs of their field and community college representatives considered methods through which assistance might be rendered. These participants are listed here, and without their valuable insights and continuous cooperation, this publication could not reflect an accurate picture of the goals and aspirations that exist in corrections today.

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In addition to the consultants, the American Association of Junior Colleges expresses its gratitude to Dr. Vernon Fox, professor of criminology and corrections at Florida State University, who agreed to consolidate and synthesize the many viewpoints and opinions that were reflected in the regional meetings. This was no small task since the correctional field embraces a variety of institutions, agencies, and services operating in many different environments throughout the nation. Dr. Fox's own background as a practitioner, scholar, and author has enabled AAJC to present a document that should generate considerable community college activity toward one of the most challenging careers in our society. It is certainly hoped that emerging aides, technicians, and semiprofessionals in corrections will play a major role in the delicate and difficult task of rehabilitating offenders. The community college must undertake the responsibility of preparing such personnel; fewer endeavors can offer greater social impact.

James D. Stinchcomb

James D. Stinchcomb
Specialist in Public Service Education

1. An Overview of Corrections And Its Purposes

The need for improved correctional programs has never been more apparent than it is today. The rising crime rate, the increase of violence, and the increasingly disorderly social processes have generated public and political concern. These have been translated into action and appropriation by Congress and the states in an effort to control crime and delinquency. The first major crime control legislation in history was passed in the 1960's. There is concern for law and order. That concern must engage the attention of the field of education in the area of criminal correction.

The community and junior college can provide basic education to the field of corrections. Education of personnel is the most effective way of improving correctional services. When 75 to 85 per cent of the budget of a correctional institution or agency goes into its personnel, then improvement of the personnel must be the most appropriate approach to improvement of the program. The majority of personnel currently engaged in corrections are at the educational levels where they can be served effectively by the community and junior college.

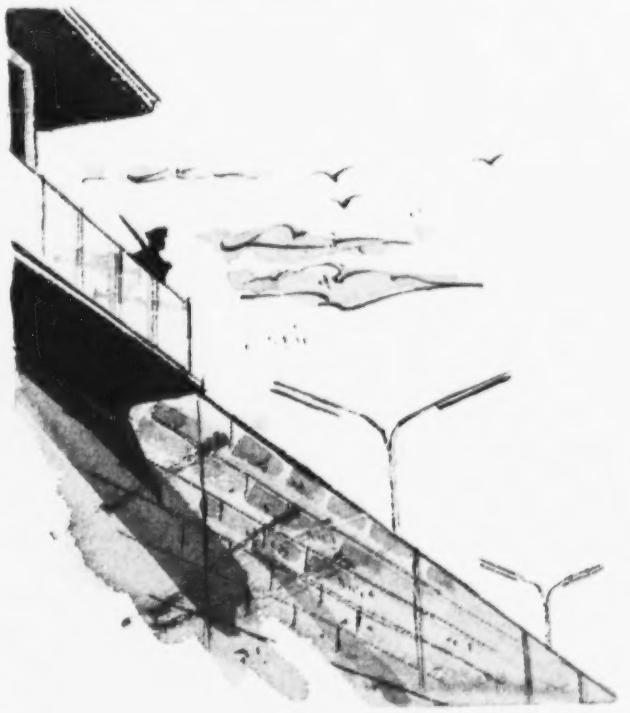
The purpose of this presentation is to provide guidelines to community and junior colleges as to how they might serve the correctional field. The corollary purpose is to provide correctional administrators with information as to how they may use community and junior colleges to improve their programs.

Corrections is that part of society's agencies of social control that attempts to rehabilitate or neutralize adult criminals and juvenile delinquents. It functions with social and legal authority after a violation of law or legal sanction has resulted in an adjudication of guilt or delinquency on the part of an individual offender. In many cases, particularly within the jurisdiction of the juvenile court, correctional functions may precede any formal adjudication. Protective services for children within the welfare department, the juvenile aid bureau of the police department, or private agencies may serve a correctional function. While correctional services are nearly always provided after an adjudication of guilt of delinquency, there are many situations in which correctional agencies may intervene or be called upon after the case has been brought to official attention but before official adjudication.

Protection of society is foremost. Generally, corrections begin to function as soon as the system for the administration of justice gives society legal control over the life or liberty of an offender who has, in essence, forfeited his freedom by a criminal offense. Corrections is concerned with the rehabilitation of the behavior of individuals who damage society or themselves through acts that are so much in violation of the social norms and expectations that they are in violation of the law. Corrections is society's attempt to correct or control criminal behavior.

When a person has been arrested for committing a crime, his case is heard by an appropriate court, depending upon the seriousness of the offense. In many cases, the police or other law enforcement agency may not refer the case for

Although the armed guard in the tower is becoming a sign of the past, he symbolizes the strength and discipline present in the modern institution.



prosecution. The use of discretion and judgment at the law enforcement and police level results in referral for prosecution of those cases that police consider need to be processed through our system of the administration of justice. After the courts have determined that the person is guilty or, in the case of a juvenile, that he is delinquent, then the sentence is passed or the commitment is made. In all instances, the correctional process will have been initiated not later than the time of the verdict. In the case of juveniles, the correctional process may well have been started long before the adjudication of delinquency. For example, immediately after he was apprehended, the juvenile may have been under voluntary police supervision, in detention after his referral to the court, and under unofficial probation supervision by the juvenile court prior to adjudication as a delinquent. Correctional functions may have been part of all these procedures. The legal structure as it pertains to rights of the individual, however, prevents much correctional service for adults being offered prior to conviction.

Corrections in America and throughout the world is represented by many agencies and institutions, public and private, juvenile and adult, all focusing toward the correction of criminal and delinquent behavior. Adult prisons and correctional institutions are maintained by the federal, state, and local governments, ranging from massive prisons to small jails and lock-ups. Juvenile institutions are similarly maintained by federal, state, and local governments and also by private groups, both religious and secular. Probation services in the community are provided for adults and juveniles in criminal courts, and by governmental agencies. Parole services for adults and aftercare services for juveniles are provided after release from institutions by governmental and private agencies.

There are many private agencies in the field of corrections, such as the John Howard Society, many prisoners' aid societies, and other organizations aimed at, for example, the treatment of offenders. In addition, many organizations primarily established for other purposes have supportive correctional services, such as the Salvation Army, the Southern Baptist Convention, Big Brothers of America, and other groups. Law enforcement agencies have also assumed correctional functions in various programs, such as the youth aid bureaus, junior deputies, police athletic league, and special institutions and services.

There are many social institutions and agencies designed to inculcate conforming behavior in growing personalities, such as the family, school, church, supervised recreation programs, "character-building" organizations and boys clubs, and other socially approved endeavors. These agencies of social control keep the majority of people within the socially accepted norms of behavior. A small minority may be disciplined severely in the home, sent to the principal's office in school, and are known to the police department and, maybe, by the juvenile court. A smaller number are sent to the state training school by the juvenile court or the adult prison by a criminal court.

The police have the beginning function in the total criminal justice process. The police delinquency prevention programs, the court system as paramount in the administration of justice, and the correctional institutions and programs in probation and parole are all correctional functions. The total correctional process begins when law enforcement apprehends the offender; the court system is given society's constituted authority the power to act, and corrections attempts to rehabilitate the offender so the criminal act will not be repeated. In this manner, society is protected.

Correctional institutions and agencies represent the final and most controlling phase in a society system that provides control over individuals who have not adequately internalized the social controls and sanctions imposed by the family, school, church, and other agencies to which they have been exposed during their developmental process.

Repeating: criminology is the scientific study of criminal behavior. Corrections is the practical application of this knowledge in the control and treatment of offenders.

2. The Need for Educated Personnel

Need for Personnel

The opening statement in the Task Force Report on Corrections of the President's Commission on Law Enforcement and Administration of Justice is that the "American correctional system is an extremely diverse amalgam of facilities, theories, techniques, and progress." It handles nearly 1.3 million offenders each day and has 2.5 million admissions each year. Some programs are strong and adequate. Others fail even to meet the standards of humane treatment recognized for decades.[1]

The need for personnel in corrections is acute in all areas and is growing more acute with the increasing complexity of American society. The President's Commission on Law Enforcement and Administration of Justice reported in the Task Force Report on Corrections that, based on 1965 data, there were 165,000 persons needed in the field, while 87,257 were trying to do the job—a gap of 77,743.[2] The distribution of the personnel available and those needed were presented in the chart below:

These were data based on 1965 needs. Most criminologists consider these estimates to be conservative. Estimates of need are dependent, of course, on the philosophy, the frame of reference, and the objectives of the estimator. The majority of professional associations concerned with modifying human behavior recommend considerably lower caseloads than have been generally accepted in the field of corrections.

An example of the situation in the correctional field was presented in the Task Force Report on Corrections. The recommended number of institutional personnel in reception units should be one worker for thirty inmates being processed, while institutional counselors should have caseloads not exceeding 150.[3] In the correctional field, however, the caseloads were twice or more the recommended size in 67.1 per cent of the adult felony cases, in 76.3 per cent of the adult misdemeanant cases, and in 10.7 per cent of juvenile cases. The recommended caseload size was observed in only 3.1 per cent of the probation cases, in 0.9 per cent of adult misdemeanant cases, and in 11.8 per cent of juvenile cases.[4]

The average daily population of correctional clients in 1965 was 1.3 million, but it is projected to rise to 1.8 million by 1975.[5] Felony cases are expected to rise during that period from a daily population of 591,494 in 1965 to 771,000 in 1975, adult misdemeanant daily population is expected to rise from 342,688 to 482,000, and the juvenile daily population is expected to rise from 348,204 to 588,000. A quick examination of these estimates suggests that only the most serious cases are referred to correctional institutions and agencies. The number of misdemeanants arrested far

	Institutional				Community-Based			
	Custodial		Case Manager		Case Manager		Specialists	
	Have	*Need*	*Have*	*Need*	*Have*	*Need*	*Have*	*Need*
Juvenile	14,612	19,000	1,497	2,700	7,706	13,800	4,124	8,100
Adult	33,597	43,100	1,021	2,000	5,081	15,600	2,199	7,500
Misdemeanant	14,993	27,500	167	5,500	1,944	15,400	334	4,800
Totals	63,184	89,600	2,865	10,200	14,731	44,800	6,657	20,400

[1] *Task Force Report: Corrections.* Washington, D.C.: The President's Commission on Law Enforcement and Administration of Justice, 1967. p. 1.

[2] *Ibid.*, pp. 96-97.
[3] *Ibid.*, p. 180.
[4] *Ibid.*, pp. 98-99.
[5] *Ibid.*, pp. 6-7.

exceeds the number of felons to the extent that even the shorter turnover of misdemeanants would not be sufficient to compensate. The number of juveniles contacted by police far exceeds those referred to correctional agencies. This suggests that some of our present estimates of need are based on the assumption of a static policy concerning police and court disposition and referrals.

In addition to these governmental correctional institutions and agencies, it is estimated that there are about 34,000 persons working with private institutions and agencies, such as prisoner-aid societies, private juvenile institutions, halfway houses for adults and juveniles, and other correctional functions. Including the private endeavors, there are more than 121,000 persons working in the field of corrections.[6] The total estimate of need would be even greater, therefore, with the projections of staff and caseload in similar proportion.

Of all these positions in the field, 52 per cent were custodial, 28 per cent were administrative or service, and 20 per cent were case managers and specialists such as social workers, teachers, probation and parole personnel, psychologists, and chaplains. How to meet the need? The dual need is for more personnel and more personnel assisting those persons now doing the job, helping them to be more effective.

Facing serious personnel shortages, correctional institutions and agencies must make use of semiprofessional potential.[7] In order to do this, several steps must be taken. The correctional tasks have to be analyzed to determine which functions can be handled by the semiprofessional and which must be left with the professional. Then, cooperation with the community and junior colleges and the senior colleges and universities can result in optimum staff development to increase the effectiveness of correctional agencies and institutions.[8]

[6] *Ibid.*, pp. 6-7.
[7] Benjamin, Judith G., Friedman, Marcia K., Lynton, Edith F. *Pros and Cons: New Roles for Non-Professionals in Corrections,* Washington, D.C.: Office of Juvenile Delinquency and Youth Development, 1966. p. 103.
[8] *Ibid.*, p. 118.

The tasks now being handled by professionals can be redesigned to create viable functions for semiprofessionals. Some traditionally employed as nonprofessionals, such as correctional officers and house-parents, can be trained and provided with career steps leading to professional employment.

The correctional aide is a developing concept in the field of corrections designed to preserve the time of the professional personnel for problems demanding their specialized competence. In a probation or parole caseload, for example, a correctional aide can collect the basic data that goes into a social history based on factual information. He can search for jobs and handle other related practical aspects of the caseload, which do not require highly specialized attention. Correctional aides can gather general information about each offender for the social histories, such as the names, addresses, occupations, and other pertinent facts about members of the offenders' families, associates, employers, schools, and other related and significant data. They could assess the employment situation in the area in which the correctional clients are or would be living and working, and maintain employment contacts. Correctional aides could assist inmates or persons under supervision in resolving problems or in processing of social security, welfare, or other important but routine procedures. Correctional aides also could maintain the office when probation, parole, or juvenile professional personnel are in the field and can assist in the supervision and surveillance, if necessary, of the caseloads carried by the professionals.

Correctional aides under supervision offer valuable assistance to the rehabilitative process through continuing contact with inmates.

There are many duties the correctional aide can perform to release the time of the professional for counseling and casework. In the prison, the correctional aide can compile much of the information that goes into the social history or admission summary and to make up the preparole progress report. Similar functions can be performed by the correctional aide in the juvenile court and the juvenile institution. In summary, the correctional aide is a semiprofessional person who assists the professional much in the same way that a nurse assists a physician in the hospital, a clinic, or in his office. The development of the correctional aide should be a major community and junior college function.

Examples of descriptions of this job already in use are available from California, Michigan, Pennsylvania, and where they already have correctional aide positions in their programs. (See Appendix A.)

The Need Will Accelerate

As the population and the complexity of society increase within a specific neighborhood, country, or the world, the accompanying need for bigger, better, and more effective correctional services will be part of the total complex. Sociologists predict that the population of the United States and the world will double by the year 2000 A. D. If the population doubles by geometric progression, the social and concommitant personality problems will multiply by logarithmic progression if other conditions remain constant. The correctional services will be hard pressed to keep abreast of the needs judged by present standards, much less to make progress and to raise the goals of correctional programs.

The *Summa Theologica,* written by Thomas Aquinas (1225?-1274), was supposed to be the last sum total of human knowledge ever written. Probably no others will be written. The increases and compounding of human knowledge defies man to the extent that modern professional man has difficulty keeping up with the literature in his own specialization. Educators have estimated that the knowledge of man doubled between Thomas Aquinas and the Industrial Revolution, about 1750, redoubled again by 1900, redoubled by 1950, again by the time Sputnik was lofted in 1957, again by 1964, and will double and redouble in parabolic acceleration into infinity until the extinction of man. To demonstrate its acceleration, one can note that King Solomon and George Washington, living nearly three thousand years apart, used basically the same modes of transportation. At the turn of the twentieth century, the invention and development of the internal combustion engine made the automobile possible. The Wright brothers flew 120 feet in 1904. Three generations later, jets span the oceans on commercial schedules and the moon has been reached by man.

The population of the world and the United States represents the same parabolic acceleration. The official census of the United States in 1910 was 91 million and the official census of 1960 was 182 million, representing an exact doubling in fifty years. More and more people are being crowded into the same land mass and the projection by sociologists only to the year 2000 are overwhelming to man in the 1970's.

The resulting problems stem from the increased taxation on man's capacity to relate. The excessive stimuli and the many more people to which man must respond have taxed his capacity to the extent that a different personality must develop that can deal with people, ideas, and things "at arm's length," without becoming "involved." American society is becoming a society of strangers. The simple rural setting where a boy and his dog can contemplate the harmonies of nature until his value system has been internalized and strengthened enough to withstand conflict is disappearing. The city streets and urban ghettos that present a "survival-of-the-fittest" value system to growing personalities has caused a change in society and the personality patterns comprising that society. The problems resulting from failure to recognize these changes and accommodate to them has resulted in social unrest that manifests itself in riots, protests, higher crime rates, and withdrawal by alcohol,

narcotics, beatniks and hippies, and other forms of social alienation and breakdown.

To be effective, the entire field of corrections must come to grips with reality in the changing social scene and the concommitant mass personality changes of the clientele within all correctional institutions and agency caseloads. Yesterday's skills will not do today's job, obviously, and certainly cannot do the job of the future. As much as conservative and apathetic middle-class society might long for the "good old days," the pattern of social change is obvious. "I don't understand this business any more" has been the comment of older entertainers whose shows have been relegated to the past.

To meet the challenge of dysfunctional or distorted social relationships – crime and delinquency – the personnel and the administrators in the field of corrections must understand the situation. In modern, complex society where discretion and social understanding become more meaningful than the specific procedures, the administrator and supervisor must know the dynamics of the relationships between people and their society in order to make effective decisions. Current problems in urban areas offer special need for attention. The complex human personality responding to an increasingly complex social environment cannot be left to the responsibility of amateurs. All correctional workers must now be professional or semiprofessional in their orientation, knowledge, and skills.

The Need for Education

The need for education and increased understanding and skills has become obvious. In this highly technical and complex society, the demand for executive, managerial, and technical skills has sharply increased. In the field of corrections and all other occupations concerned with behavior and attitude change, the knowledge of personality structure, social problems, legal systems, and other areas relating to the behavioral and social sciences has become essential.

Many work supervisors whose specialties are used to teach and train inmates, such as this printshop foreman, are prime targets for correctional education.

On the basis of surveys made by the Joint Commission on Correctional Manpower and Training, only 16 per cent of the persons in corrections went into the field directly from the classroom. Most people entered corrections after their thirtieth birthday. In the professional and administrative positions, more than seventy different educational majors were represented. Staff development is obviously the first priority in the field of corrections.[9]

Studies have indicated that the educated person has a longer productive life than the uneducated person because he goes into a type of work not so much dependent upon his ability to do manual labor or meet factory demands. There is a positive correlation between salaries and education in most organizations though, of course, it is not a perfect correlation.

Education will assist correctional officers, work supervisors, house-parents, and other semiprofessional personnel to be better counselors. Many inmates will not go to the counselor or the professional but will talk on the job. The inmate often feels more comfortable with the correctional officer with whom he "lives" than with a professional person with whom he has to make an appointment and be "called out" to obtain counseling. *Most* inmates simply will not do it. They just talk where they are, and they are on the job.

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[9] Heyns, Garrett. "The Road Ahead in Corrections." Address to the American Correctional Association, San Francisco, August 27, 1968. Available from the Joint Commission on Correctional Manpower and Training, Washington, D.C.

3. Jobs and Training In Corrections

The jobs in corrections are varied. The common task is the changing of attitudes and behavior of juvenile and adult offenders. Some refer to the correctional task as the constructive use of oneself in the intervention into other people's lives. The central thrust of the occupation, then, is in the social and behavioral sciences.

The primary fields in corrections are adult probation, adult institutions in the form of prisons and correctional institutions, adult parole to supervise persons after release from prisons, adult half-way house supervision, jail workers or counselors, juvenile institutions that may be tax-supported or private, and juvenile after-care workers.

Jobs in the prison or correctional institution may be classified as custodial, administrative, service and maintenance, or treatment; in juvenile institutions, jobs fall into the categories of houseparents, administrative, service, educational, and treatment. In both institutional settings, agricultural managers are often used. In many adult institutions, prison industry is a major endeavor, and there are many jobs within the institution.

Other jobs include the work of the correctional officer; semiprofessional group counseling; elementary on-the-job counseling; houseparents and jobs concerned with custodial care; cell-block and residential counseling at the basic level. In short, there are many occupations in corrections for which the community and junior college could prepare people.

Jobs in adult probation and parole are primarily in the community. The probation officer or probation agent prepares presentence investigation reports for the sentencing judge and supervises those persons placed on probation. The parole officer or parole agent checks out release plans with regard to residence, job, and other factors involved in the release of an inmate from the prison. He supervises parolees and eventually recommends discharge from parole or probation. The correctional aides and the administrative staffs in the office could be served by community and junior colleges in programs of training and education. Custodial staff have participated in this kind of education and training in existing programs throughout the country.

Orienting the inmate involves the collective skills of many people – from the psychiatrist and chaplain to the director of education and resident nurse – all of whom should have had some education in corrections.

The jail is one of the most important phases of the correctional process because most offenders eventually placed on probation, all offenders in adult institutions, and some in juvenile institutions have been there. Further, the jail holds minor and short-term offenders that far outnumber the persons processed on to probation or other institutions. The potential of the jail as a residential treatment center in the community is unlimited. If most jails today are only holding or "warehousing" persons and doing more damage than good, it is because they have been neglected as treatment centers as have many adult prisons. The American Foundation has recently released an excellent film concerning the jail.[10]

Treatment of misdemeanants should be the responsibility of the jail. The beginnings of the diagnosis and treatment process of felony offenders should also be the responsibility of the jail. The community and junior college could be of considerable assistance to the jail in assisting it to become the correctional unit it has the potential to be. Because all offenders, with the exception of traffic and other minor offenders, are processed through the jail, it is an excellent point in our system of the administration of justice to begin diagnostic procedures and to provide short-term treatment. Basic pencil-and-paper tests of intelligence, aptitude, personality, and other elementary diagnostic procedures could be administered by persons trained in the community and junior college. Basic group and

[10] *The Revolving Door*. Philadelphia: Institute of Corrections, The American Foundation, 1968.

individual counseling on the semiprofessional level could be provided.

Volunteers have been used in several places. Interested persons with time to contribute have gone to school to improve their effectiveness. Some are associated with official agencies, such as in probation and parole, while others may be associated with private agencies, such as Big Brothers of America.

Within each type of correctional program, professional and administrative personnel should establish policy and lay the direction for the total endeavor. In the absence of professional personnel, the actual situation is that the correctional effort has become a "holding" action in too many instances with a purely custodial viewpoint. Professional and administrative personnel should be selected on the basis of education and experience, combined with demonstrated ability to accept responsibility.

Other jobs, those of a semiprofessional nature, may vary widely. In adult correctional institutions, the correctional officer, supervisors of various work assignments and departments, and service personnel should be in position to augment the therapeutic effort. In juvenile institutions, the house-parents of the cottages, the school personnel, work supervisors, and others complement the treatment objective. In probation and parole, both juvenile and adult, the primary objective is a treatment-supervision approach where some external controls are present through authoritarian supervision, but where casework techniques are primary.

The jobs in corrections, when all phases are considered, are representative of all jobs everywhere, but the primary focus is toward changing people. Any correctional institution is a self-contained small city where every task is found, whether food service, laundry, power house, industry, clothing supply, education, medical and psychiatric, agriculture, maintenance and engineering, and all other occupations necessary for the maintenance of a city. The occupations in community-based programs are not so widespread and varied because the city's facilities are part of the environment. The factor that makes corrections different is that therapeutic techniques are employed with the caseloads for the protection of society and for improving the mental health of man. An understanding of these processes is necessary to be part of an effective correctional team.

The semiprofessional can effectively support and augment a correctional treatment approach. California has recently established a civil service position under the title, "correctional worker aide," whose duties are to do the basic tasks, such as interviewing offenders, writing letters of inquiry, and visiting the home, school, or place of employment, finding jobs for offenders and performing other similar duties. This would release the trained worker for counseling and other tasks which require more specialized training. Michigan has reported good experience with prison counselor aides with recruitment based on a minimum of one year of college and three years of experience in corrections. (Job descriptions as formulated by several states may be found in Appendix A.) The idea is not new. It is what medicine has been doing for years, using nurses to assist physicians and nurses' aides to assist nurses.

Corrections officers benefit from the interchange when they study together as well as in the classroom.

The Private Sector

The private correctional institutions and agencies have long been active in corrections. As a matter of fact, private endeavors brought about the first juvenile institutions, the first probation programs, and the first programs for the supervision of released prisoners. Although many of these functions have been taken over by governmental tax-supported agencies, the contributions of the private sector in corrections, financed by donations and foundation funds, have grown to be larger than ever before. Private organizations are generally community based and almost exclusively concerned with juveniles and youths; with the exception of emerging half-way houses for adults, such as St. Leonard's House in Chicago, Dismas House in St. Louis, Talbert House in Cincinnati the Seventh Step program on the West Coast east to Kansas City, and several others.

Current Education and Corrections

While many disciplines have legitimate concerns in the area of corrections, such as psychology, sociology, public administration, law and social work, correctional content has largely been ignored.[11] A recommendation by The President's Commission on Law Enforcement and Administration of Justice has been that "universities and colleges should, with governmental and private participation and support, develop more courses and launch more research studies and projects on the problems of contemporary corrections."[12] The Council on Social Work Education has been interested in education for correctional service at all levels. The thirteen-volume curriculum study by the council included *Volume V, Corrections*.[13] In addition, the Council on Social Work Education has published supporting the semiprofessional worker in social welfare areas.[14]

Community and Junior Colleges as a Resource

The community bears the brunt of crime and delinquency in lives lost and changed, in property damaged and destroyed, and in the loss to humanity personified in the citizen-offender. It is in the community that the offenses occur. The community and junior college is strategically located in the community to study and to provide education for action in this field of corrections; the field of endeavor is aimed directly at correcting the people and the social situations conducive to crime and delinquency.

Junior and community colleges have been known by a variety of names and functions. The name "junior college" has been used to include all the two-year colleges (or four-year colleges including the last two years of high school and the first two years of college). Community colleges are those which are locally organized, controlled, and publicly supported. The "comprehensive community college" refers to one that offers a variety of programs, while the "technical institute" generally offers only career-oriented technical curriculums.[15] For purposes of this document, the terms will be virtually interchangeable, since all these patterns of education have a contribution to make to corrections. Further, the differences have tended to blend and disappear.

The community and junior college is an "open door" institution of higher learning, functioning at low cost to the student, that provides a flexi-

[11] *The Challenge of Crime in a Free Society*. Washington, D.C.: The President's Commission on Law Enforcement and Administration of Justice, 1967. p. 183.

[12] *Ibid.*, 184.

[13] Studt, Elliot. *Education for Social Workers in the Correctional Field*. The Project Report of the Curriculum Study. New York: Council on Social Work Education, 1959.

[14] Feldstein, Donald. *Community College and Other Associate Degree Programs Areas*. New York: Council on Social Work Education, 1968.

[15] *Junior Colleges and Community Colleges*, No. 4.60. New York: Middle States Association of Colleges and Secondary Schools, Commission in Institutions of Higher Education, December 1958. p. 8.

bility not generally available in senior colleges and universities.[16] As such, the possibilities for special programs beneficial to the community become legion.

The flexibility of the community and junior college permits career-oriented programs to serve the community, including correctional agencies and institutions. Simultaneously, it affords college-level curriculums that provide both the general education base and specialized education directed toward colleges and universities.

Edmund Gleazer observes that for the junior college, "its major task is to provide those learning experiences commonly needed as the level of educational effort in each community rises two years beyond the high school. Community colleges that limit their role to preparatory work for the four-year institutions will suffer from the same obvious inadequacies that have plagued high schools with similar proclivities in the past." [17]

In addition, special short courses, institutes, conferences, and certificate programs are entirely within the framework of the community and junior colleges. The institute or conference is probably the best way to communicate with administrators regarding new directions and new policies, together with the reasons for them.

The community and junior college can assist in the correctional field by increasing the effectiveness of semiprofessional personnel in all areas and by providing preservice and in-service education in the field of corrections.

Characterized by a willingness and ability to provide for new educational programs, the community and junior college presents an unparalleled resource potential for the field of corrections. The associate degree programs, certificate programs, and the conference and institutes are all important.

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[16] Thornton, James W. Jr. *The Community Junior College*. New York: John Wiley & Sons, 1969. p. 32.

[17] Gleazer, Edmund J. Jr. *This is the Community College*. Boston: Houghton Mifflin Company, 1968. p. 52.

4. Competencies Needed In Corrections

Many jobs in corrections have three general phases, (1) investigation, (2) counseling, and (3) enforcement. The emphasis in various jobs may differ and the tasks may vary, depending upon the setting and function of the correctional institution or agency. For example, the juvenile court counselor investigates complaints, counsels delinquent children and parents, and sets limits if necessary, even to the extent of removing children from their home.

The institutional case worker investigates background to prepare the social history or admission summary, counsels on the basis of diagnosis, participates in enforcing institutional limits, and recommends release through reports to the parole board. All other correctional personnel have these three functions as a part of their jobs.

There are certain basic characteristics and competencies that are pertinent to all correctional duties. These should be taken into consideration, both in planning the program and in counseling the students. These characteristics and competencies include:

1. Ability to understand and withstand provocative behavior without becoming punitive
2. Development of objectivity in accepting relationships with all clients in a nonjudgmental manner, without either punitive or sentimental emotional involvement
3. Competence to accept an inmate or person on the caseload without personal involvement, with neither punitive nor sentimental views, much the same as a physician views a patient — This does not mean complete detachment
4. On-the-job counseling techniques
5. Ability to say "no" — with reasons when necessary, and to say "yes" with equal reason
6. Sensitivity to pathological behavior as compared with normal random behavior, sufficient to permit intelligent referral to professional staff
7. Ability to assess strengths of an individual, to determine what the treatment team has to build on in the treatment of an offender

8. Making referrals to all staff, community resources, and other specialties with some sophistication
9. Ability to use tact to avoid creating or aggravating problem situations
10. Ability to use tact to ameliorate developing problem situations
11. Willingness to augment and support the therapeutic community and the therapeutic process in the institution and the community programs
12. Ability to observe and accurately record:
    a. Individual behavior
        — Pathological behavior needing referral to professional staff
        — Escape, manipulation, or other suspicious behavior in which the safety and security of the institution or community may be concerned
    b. Group behavior
        — Beginning of disturbance
    c. Miscellaneous behavior
        — Incidents that might be recorded that may crescendo into major difficulty or be part of an organized illicit activity
13. Ability to assess the community-reintegration model, including attitudes toward the returning offender
14. Constructively interpret administrative decisions, actions, and procedures to inmates, probationers, and parolees
15. Serving as upward communicator from the inmate body to the administration and from the probation and parole caseload to the judge and field services supervisor with the view toward improving correctional services
16. Maintaining discrete silence on some critical issues and "classified" information to maintain (a) staff morale, (b) inmate and caseload morale, and (c) good public relations
17. Capability of exerting external controls on individuals who need containment with physical force or firearms when necessary without using more force than the situation actually requires
18. Knowing specific procedures that might be modified or elaborated in the in-service training program of the correctional agency or institution — such as classification procedure, preparole planning, probation and parole revocation hearings, and procedures at similar level
19. Knowledge of the civil and constitutional rights of prisoners, whatever their status, and the incorporation of that knowledge into the supervisory process
20. Knowledge to interpret the system of justice, including laws of arrest, judicial procedure — and the total correctional process of probation, prison, and parole, together with knowledge of revocation hearing procedure and pardon procedure.

Often corrections officers interested in further education take time for classes during their regular work-day.

Corrections has to fit the culture it serves. Basic principles that relate to the culture permeate the correctional process. Some principles well enunciated by the California Probation, Parole, and Corrections Association in an eleven-page mimeographed statement under the title *The Practitioner in Corrections* are as follows:

1. Delinquent or criminally oriented individuals may be helped to become useful law-abiding persons in family and community settings.
2. Constructive change in the individual may be effected by an understanding of the social and personal causes of crime and delinquency.
3. Appropriate use of individual and group relationships is a crucial factor in accomplishing satisfactory constructive change.
4. Family relationship should be utilized whenever possible.
5. Use of community resources enhances the rehabilitation process.
6. Appropriate use of legal authority adds strength, stability, and reality limits to individual and group relationships.
7. An interdisciplinary approach reflects and develops the core of the profession.

Knowledge is necessary in the correctional field in (1) understanding one's own biases and prejudices, knowing how to use authority constructively, how to deal with hostility, and the social and personal factors in relationships with others; (2) understanding the correctional field, the behavioral sciences, the legal framework, the function of one's own correctional agency in the total process, and knowing how to use the available resources; and (3) understanding the treatment process, resistance, the futility of force in human behavior, relationships as a vehicle for treatment, and the individual and group counseling principles.

A study by the California Youth and Adult Corrections Agency and the School of Social Work at Sacramento State College in 1968 described the important areas of knowledge necessary to work in corrections. They are listed in the following table since they all comprise important background information:

- Public relations
- Improved communicative skills, both oral and written
- Problem-solving techniques
- Decision-making
- Delinquency prevention
- Human relations
- Community resources agencies
- Treatment techniques
- Therapeutic community concepts and methods
- Delinquency and drugs
- Classification and differential treatment
- Causes of crime and delinquency
- Principles and practice of supervision
- Cultural differences — social, religious, economic
- Principles of organization
- Group counseling
- Police job and viewpoint
- Report writing
- Fundamentals of correctional casework
- American heritage of laws and courts, including our present legal system
- Custodial security in an institution
- Psychology
- History of penology
- Ideals of democracy embodied in the development of the United States government

All of these concepts should be included somewhere in any correctional curriculum, with emphasis given to the top priority items. Obviously, public relations, oral and written communication, and the ability to solve problems and and make decisions are of paramount importance.

Many decisions must be made without all the evidence available. Understanding of the methods employed to achieve protection of society must be obtained through effective public rela-

The prerelease program involves career counseling and demands special training in corrections.

At the stripping table in the printshop the inmate learns valuable skills and receives help in discovering himself from a supervisor with corrections training.

tions. Consequently, it is understandable that these phases of the task would be held in high regard throughout the administrative and line echelons of corrections.

The ability to influence people and modify behavior necessitates the use of interpersonal force of some kind. Permissive approaches and those wholly concerned with self-determination try to keep this interpersonal force at a minimum, while aggressive and conditioning methods tend to emphasize it. It has been suggested that our culture requires people "programmed for power,"[18] whose needs and skills fostered others to be dependent upon them. Whether it is called rapport, emotional reciprocity, or whatever depends upon the frame of reference of the therapeutic or correctional system. In accordance with this view, new behavioral skills should emphasize:

1. The ability to be independent, and make choices alone
2. Team-work skills, to be interdependent and to act as an influential member of a work-group.
3. Ability to exert upward influence on rules and traditions
4. Conflict resolutions in other than win-lose ways.

Benefits accrue to the security staff in a treatment team and can be identified with the total rehabilitative effort. Further, some pressure is taken off of them with the more relaxed therapeutic community that characterizes the treatment-oriented institutions as compared with the traditional institution.

Special knowledge of the female offender would be helpful in many areas. While men and women are in the same culture, their roles, their statuses, and their self-concepts are considerably different. Consequently, a correctional system based on the needs of men may be lost on the

[18] "Sensitivity Training." *Occupational Mental Health Notes.* Washington, D.C.: National Clearing House for Mental Health Information, National Institute of Mental Health. April 1968. p. 1. Reporting Dr. Herbert A. Shepard's presentation to the Occupational Psychiatry Group in New York on January 17, 1968.

female prisoners. The female prisoner is more emotionally dependent, more self-conscious, and needs to be needed more than her male counterpart. She needs more privacy, more individual attention than do men. The dynamics of lesbian relationships in girls' and women's institutions are more intense and need to be understood. In a male-dominated culture, the correctional treatment of women must account for the cultural differences, even in a male-dominated correctional system.

Advice from the Field

Advice and expressed needs from the field contribute to the usefulness of the program in corrections. This advice may come from the Advisory Committee, special interviews or workshops with correctional administrators and practitioners, and/or from research approaches. Probably the best procedure would be to use all approaches. Interviews and workshops can provide general content from which questionnaires and interview schedules can be built. The questionnaires and interview schedules can be employed to determine the priorities in the field, thereby permitting sharper focus on issues and needs in a particular area.

The state of corrections varies widely in the United States, so flexibility is very important. Expressed needs in one region or, for that matter, different correctional agencies and institutions within the same region, can not be simply superimposed over a given correctional system. On the other hand, there are some generalities available, which makes research in one agency, institution, or system valuable as guidelines or context information in other agencies, institutions, and systems.

Advice from the field should constitute expression of needs, rather than how to present material. It is the function of the educator to frame the context within which the expressed needs can be met. Otherwise, there is danger that the content may simply be presented as a manual of procedures or an academy-level type of instruction. Advice from the field of corrections should be handled in much the same way as the results of market research are handled in commerce. The advice focuses on the area of need and the educational institution determines how it can best be marketed.

The Advisory Committee on Corrections

An advisory committee on corrections is important to a community or junior college for guidance and communication purposes. The advisory committee serves a dual purpose, that of providing information to the community and its correctional agencies and nearby institutions and, conversely, interpreting the community and junior college program to the community.

Broad representation on the advisory committee is important, since corrections touches all phases of the community and is involved in inducing conforming behavior in individuals who have deviated from the accepted norms of behavior in society. The advisory committee must include representatives from the correctional agencies and institutions served by the community and junior college and, in addition, representation should be available from the opinion-makers or opinion reflectors within the community. Judges, court workers, and welfare workers should be included. The prosecutor and a public defender, legal aid lawyer, or other defense counsel might be considered. The corrections advisory committee might also include representation from the state parole board, state department of corrections, private agencies concerned with rehabilitation, and progressive jail administrators. Where possible, the Federal Bureau of Prisons should be invited to participate.

The advisory committee functions by providing assistance to community and junior college administration in the design of programs. The skills, competencies, and technical information needed in correctional programs can be identified by such a committee and translated into educational programs by the community and junior colleges. Further, the committee can recommend personnel for instruction, facilities for

demonstration and work experience in the field. The advisory committee can also assist in placing students in jobs in the community.

The advisory committee has a changing role as the needs of the community change and as the committee becomes better oriented to the functions of the community and junior college in the community. The first year, for example, may well be spent in learning about the community and junior college and what it can do for the profession. By the second or third year of its activity, the communication between the community and junior college will have been synthesized, through the efforts of the advisory committee for the advantage of the whole system.

In summary, the occupational advisory committee assists junior college administrators to design programs by listing the skills and technical information needed, by recommending competent personnel, by providing communication and common understanding, by providing internships and field placements or other experience, and by the closer identification gained with the committee.[19]

Work Experience and Work Study

Work experience is an important part of correctional education. The theoretical considerations in the classroom must be related to the practical meanings on the job. Conversely, practical work experience without the theoretical context reduces a job to a manual of procedures — a cookbook. Both are necessary to effectiveness in a correctional institution or agency. Theory without practice is just as sterile as practice without theory.

The application of the principles of behavioral and social science within the limits and due process of law in the field of corrections needs to be learned. For these very same reasons, medicine has its internship, social work has its field placement, and education and clinical psychology have their internships. Work experience is an integral part of the education of people who are to work with people.[20]

Various Types of Programs

The community junior college is a flexible institution of higher learning that can offer a variety of programs. The basic educational program, of course, would be the associate degree. In addition to the associate degree, certificate programs consisting of 30 semester credits, can be constructed. Short courses, institutes, conferences, and workshops can also be an integral part of a community and junior college program.

The competencies in the field of corrections center around control, diagnosis, and treatment of behavioral disorders. These competencies can be at different levels, just as in the hospital — with doctors, laboratory technicians, nurses and nurses' aides; or as in the case of the team relationship among dentists, dental hygienists, and dental laboratory technicians. Again, in the hospital, administrative and service personnel must be in a position to support and augment the central overall objective of the program.

Knowledge of society, social problems, and culture is essential to the understanding of crime and delinquency. The behavioral sciences are basic to the process referred to as the field of corrections. Since law defines the relationship between the individual and his society, and since crime and delinquency refer to a dysfunctional or distorted relationship, knowledge in the social behavioral sciences is essential. The competencies necessarily include control, diagnosis, and treatment of the offender based on knowledge of society, personality, and the legal structure. In addition, correctional officers, as well as semi-professional administrative and service personnel have been effectively used as group counselors by several states, notably California, Michigan, and Florida. Development of course content in this area would be helpful. Concentration must be on the attitude-changing process to modify damaging criminal and delinquent behavior.

Course content in the area of social problems is necessary to understand the problems of pov-

[19] Riendeau, Albert J. *The Role of the Advisory Committee in Occupational Education in the Junior College.* American Association of Junior Colleges. Washington, D.C. 1967. p. 8.

[20] Styles, Jimmie C. and Pace, Denny F. *Guidelines for Work Experience Programs in the Criminal Justice System,* American Association of Junior Colleges. Washington, D.C. 1969.

erty, the ghettos, real or projected discrimination of various sorts, and other factors generally regarded as ultimately contributing to social disorganization, of which crime and delinquency may be symptoms. Knowledge of personality development is necessary for all correctional personnel, regardless of level of their function. For example, when a correctional client wants to talk about his problems or, projected, society's problems, the correctional worker has to know whether it is a therapeutic session. The correctional worker must know the legal framework within which he works so that he knows the practical limits of treatment and the civil rights of the prisoner. How this course content is structured may vary from program to program, but it is basic to the correctional task.

Communication is important. Speaking and technical report writing that communicates directly and effectively is important. The ability to condense lengthy discussions in concise form takes education and practice. A foundation in mathematics is also important. Statistics, accounting, and/or budget preparation can follow the basic mathematics. Other courses can be the general education courses frequently taught in junior colleges and universities, such as government, the humanities, social problems, and psychology. In some junior colleges, the specific courses in corrections should be limited to criminology, treatment programs in corrections, institutional and community-based correctional programs, juvenile delinquency, and related courses in sociology and psychology.

Other correctional courses more basic and specific should be introduced into the career-oriented program. In the catalog, however, they might be designated by an asterisk, or in some other way to advise the student that the courses may be limited in transfer to the senior universities, depending on the courses and curriculum existing in the senior institution.

The President's Commission on Law Enforcement and Administration of Justice says that higher education must develop programs to meet the need for more trained personnel in the field of corrections and special funding has been suggested. Present courses in sociology, psychology, social work, and other fields, according to the President's Commission, tend to ignore corrections.

5. Suggested Programs

The Certificate Program

Certificate programs form an important component for the community and junior college. These are programs of course work equivalent to one full academic year of classwork, totalling 30 semester hours or 45 quarter hours. Designed for mature persons on the job who might take them one course at a time, the actual length of the course may be three or four years. Some persons have taken an academic year off the job and completed the certificate program in that academic year. The certificate programs tend to raise the effectiveness of correctional workers not yet in the degree programs. An excellent example may be found in the law enforcement publication by the American Association of Junior Colleges.[21]

The certificate program is most helpful for in-service education. It tends to appeal to the more experienced person who is, perhaps, not going to return to college to earn a degree, but who wants to improve himself in his correctional occupation. The 30 semester hours can be taken one at a time, either off-campus or on-campus, and be completed in three or four years. The Certificate in Corrections then becomes his identification.

Since the majority of correctional workers are past age thirty and have selected their career, this certificate program offers a most useful program of study for those who view a longer period of study as out of reach.

The courses that go into the Certificate in Corrections program should be drawn from the career-oriented curriculum. The programs would vary according to the needs of the community and the available offerings of the junior college.

Many persons who have completed the certificate program in corrections and law enforcement have been so convinced of the value of education that they have gone into degree programs. Even when it means that they must return and earn credits in English and other basic courses they may have missed in the certificate program,

[21] Crockett, Thompson S., and Stinchcomb, James D. *Guidelines for Law Enforcement Education Programs*. American Association of Junior Colleges. Washington, D.C. 1968.

it has proven to be worth their time and effort. Some have not only gone on to the associate degree, but the baccalaureate degree as well. For many individuals, the certificate program has changed their outlook and consequently, their careers in the field of corrections.

Suggested Curriculums

The blocks of knowledge basic to the correctional process are (1) knowledge of society and its structure and expectations, (2) knowledge of personality development and individual patterns of deviation, (3) knowledge of the legal structure and process, and (4) knowledge of the more specific correctional procedures. The education of the correctional worker, then, must include introductory content in sociology and social problems, psychology and human behavior, law and procedures in the administration of justice, and correctional practices.

The program that serves as the vehicle to transmit these blocks of knowledge would vary according to the needs and interests of the students and the correctional agencies and institutions. They would generally develop in the community and junior college into (1) career-oriented associate degree programs, (2) Certificate in Corrections programs, and (3) the college-parallel associate degree programs. Examples of each of these programs will be explored in this presentation.

Not all community and junior colleges can immediately develop a specialized program in corrections. This should not prohibit persons from pursuing courses that will be useful to such a career.

Which program a student enters may vary with his occupational goals, his age, his educational background, his experience level and the demands and priorities of his employer. Further, the local needs would shape the curriculum and determine, in part, what programs are available. Counseling should be provided to all students so that they might be better oriented with regard to the programs available and their potential. Academic counseling, vocational counseling, career counseling and program counseling are all intertwined and should be provided by the community and junior college.

An examination of the programs that might be available is in order. Local situations, such as proximity to a large prison, a juvenile institution, or other correctional-consumer may alter the direction a particular program might take. Consequently, the programs suggested here may need modification to meet unique local situations.

The diploma received at graduation marks the beginning of a new career for some and a new approach to the present job for others.

THE CAREER-ORIENTED ASSOCIATE DEGREE CURRICULUM

The career-oriented associate degree should include more correctional content and less general education content than the college-parallel associate degree. A suggested career-oriented associate degree might appear as follows:

First Year

First Semester

Communication skills
Crime and delinquency
Introduction to Corrections
Government (national)
Sociology

Second Semester

Communication skills
Administration of criminal justice
Psychology
Government (state and local)
Social problems

Second Year

First Semester

Essentials of interviewing
Principles of correctional administration
Elective in police science (criminal law)
Public speaking
Institutional procedures, jails and detention

Second Semester

Group and individual counseling
The court system
Correctional services in the community
Probation, pardons, and paroles
Field work experience

These courses are suggested for general consideration. Local differences in need and individual differences in career orientation might change the pattern to some extent. Other courses that might be considered include:

Technical report writing (Corrections)
Elementary statistics
Urban sociology
Human relations
Psychology of adjustment
Data processing
Abnormal psychology
Race relations
Institutional procedures
Special problems of misdemeanants
Management and supervision (Corrections)
Contemporary practices in Corrections
Adolescent psychology

This program provides a solid approach to the field of criminology with considerable specialized study in the field of corrections, including emphasis on relations with police and law enforcement agencies in the total administration of justice. Content should include much material not reflected in the titles, such as the constitutional and civil rights of prisoners. The career-oriented curriculum should be much more occupationally centered than the college-parallel curriculum. The advisory committee's interpretation of community needs would focus on this program. Whether any program would be correct for any student would, of necessity, be a matter of individual counseling. For many individuals, work experience courses, such as internships, field observations, and correctional auxiliary services would be sufficiently helpful so that this experience might be substituted for one or more of the suggested formal courses.

The College-Parallel Associate Degree Curriculum

Not all junior colleges can develop specialized career programs in corrections, but the manpower needs of the field are vast and national in scope. Students considering possible careers in corrections and primarily interested in obtaining the baccalaureate or higher degree before entering the field may be well-advised to pursue a program in accordance with the general education curriculum required by particular state colleges or universities. On the other hand, their interest is such that they may initially choose to study certain courses that are directly related. A possible curriculum for such students might be the following:

First Year

First Semester

English composition
Government (national)
Psychology
Biology (with laboratory)
Criminology

Second Semester

English composition
Government (state and local)
Mathematics
Sociology
Juvenile delinquency

Second Year

First Semester

Physical science
Social science
Humanities
Public speaking
Developmental psychology

Second Semester

Physical science
Social science
Humanities
Administration of criminal justice
Social problems

Again, local needs might alter the curriculum somewhat, but this college-parallel associate degree will be more influenced by the transfer policies and upper division curriculum of the particular senior institution. However, graduates from this nonspecialized degree program could still be of assistance to correctional agencies and institutions, since they have been provided with a background of information related to criminology, delinquency, and social/behavioral sciences.

THE CERTIFICATE IN CORRECTIONS CURRICULUM

The curriculum leading to the Certificate in Corrections would be the most flexible and would accommodate most readily to the needs of the community and the correctional agencies and institutions it serves. A suggested pattern might be a balance between seven courses specific to corrections and three courses providing broader background or context. The specific courses could be categorized in Group A, while the background courses could be listed in Group B. One pattern might be as follows:

Group A

Crime and delinquency
Criminal law
Essentials of interviewing
Principles of correctional administration
Probation, pardons, and parole
Correctional custody, jails, and detention
Administration of criminal justice
Group and individual counseling
The court system
Correctional services in the community
Introduction to law enforcement

Group B

Communication skills
Sociology
Government (national)
Government (state and local)
Psychology
Social problems
Public speaking

The distribution of these courses, seven from Group A and three from Group B, to make up the 30 hours of semester credit needed for the Certificate in Corrections would be a matter of individual need and academic counseling. This would provide the student with a fairly broad background, provided the offerings in Group B were insisted upon so that the certificate would not be granted on the basis of all Group A courses. Further, the certificate program would enable the student to go on toward an associate degree program if he chooses to do so. Frequently, successful achievement on the certificate level induces the adult student to pursue the next goal — the associate degree. In addition, the certificate program has been found to be an excellent in-service program in many correctional agencies and institutions.

A doctor discusses the physiological bases of behavior to give correctional officers insight in dealing with offenders.

Course Descriptions in the Corrections Curriculum

The course descriptions in the curriculum may be divided into two groups: those generally found in college and university catalogs and those specialized courses relating to the field of corrections. Some sample catalog descriptions are suggested.

• Courses focused toward correctional content may be as follows:

Crime and delinquency — a survey of the nature and extent of crime and delinquency, together with the major approaches to causation, apprehension, control, and treatment.

Correctional services in the community —community resources that can be brought to bear on the correctional task are examined, such as vocational rehabilitation, alcohol detoxification and other units, welfare services, child guidance, and mental health clinics, employment services, private volunteer professional assistance, legal aid, and other pertinent services.

Introduction to corrections — an examination of the total correctional process from law enforcement through the administration of justice, probation, prisons and correctional institutions, and parole. History and philosophy, career oriented.

The court system — the court system of the United States is explained at all levels, emphasizing adversary procedures in the criminal and civil or equity procedures in the juvenile court, together with recent Supreme Court decisions regarding both.

Probation, pardons, and parole — probation as a judicial process and parole as an executive function are examined as community-based correctional programs and the use of pardons is reviewed.

Technical report writing (Corrections) — a specialized English course that emphasizes correctional news stories, the preparation of presentence investigation reports, juvenile court petitions and counselors reports, institutional progress reports, and other forms and reports commonly used in corrections.

Group and individual counseling — the basic principles of human behavior and some of the techniques of changing attitudes and behavior are evaluated, and the individual and group approaches to counseling are reviewed.

Institutional procedures, jails, and detention — the function of the custodial staff is examined with special emphasis on the correctional officer. Institutional procedures are reviewed, including reception, classification, program assignment, and release procedures. The jail programs that are or could be implemented are reviewed. Juvenile detention facilities and practices are examined.

Management and supervision — principles of management and methods of supervision and evaluation; techniques in corrections are reviewed with the focus toward more effective treatment and supervision.

Principles of correctional administration — emphasis is placed on the principles of administration in the correctional setting, including budgeting and financial control, recruitment and development of staff, administrative decision-making, public relations, and other correctional administrative functions.

Administration of criminal justice — an overview of the total system of the administration of justice provided with emphasis on due process and on the constitutional guarantees, and the civil rights of citizens and prisoners at various levels.

Contemporary practices in corrections — modern trends in corrections, such as the community-based programs in work-release, half-way houses, contract program planning, as well as the therapeutic community and treatment team concept in institutions are described and evaluated.

Special problems of misdemeanants — the problems of correctional programming for the short-term offender will be examined, with special emphasis on alcoholism, drug abuse and narcotic problems, prostitution, homeless persons, and related problems.

Corrections I: Introduction to the criminal justice system — a survey of the relationships within the American system of justice — between law enforcement activities and the courts, and between the courts and correctional activities. The function of various classifications of prisons are examined as are those of the ancillary facilities; jails, half-way houses, and treatment centers and the ancillary activities; probation and parole. The increased activities of private and quasi-public organizations are also examined.

Corrections II: Rehabilitation theory and practice — current theory and practice in the federal and the various state and municipal systems are examined with emphasis placed upon the state program and upon innovative and progressive practices in other systems. The evolution of correctional practice is surveyed beginning with Cain's banishment.

Corrections III: Crime and the criminal — essentially a psychology course dealing with crime from the criminal's point of view. The criminal's attitude toward deviant behavior leading to crime, toward crime's rewards and punishment, toward his victims, toward society, and toward rehabilitation are discussed as they exist rather than from a corrective view point. A vocabulary course in the argot of crime is included.

Corrections IV: The prison society — essentially a sociology course dealing with the prison's social structure and its relationship to the official world that contains it. Leadership, internal law, internal commerce, subgroups, and homosexuality are discussed as are value changes, both transitional and permanent, and education for crime. A vocabulary course in the argot of the prisons is included.

Prison organization and operation I (administration) — the organization of various institutions are studied. Treatment, custody, and support activities are examined as entities and in relation to each other. Each student constructs an organization chart for a model prison and functional charts for the various departments within the prison.

Prison organization and operation II (program) — a survey of treatment and related programs at selected prisons. Custodial, classification, reception, orientation and release procedures are reviewed. This course includes planning programs for specialized behavioral problems among inmates.

Inmate counseling — basic concepts for influencing human behavior. Casual, ongoing counseling; formal individual counseling; group counseling. Contributions and limitations of the paraprofessional. Survey of innovative professional techniques, including the T group. Combating offender attitudes and peer pressures.

Community services — community resources that are endemic to the correctional process, their function, organization, and operation. Organizations to be studied include ones offering legal, social, welfare, counseling, psychological, placement, vocational, medical, guidance, or other rehabilitative services.

• Course descriptions generally found in college and university catalogs are as follows:

English composition — directed practice in expository writing based on selected readings in language and literature.

Criminology — basic principles of criminology are examined, including causes of crime, contemporary theories, methods of crime detection, criminal procedure. Emphasis is on the process from the crime to the conviction.

Juvenile delinquency — juvenile delinquency in the modern world is examined in terms of its nature, extent, and current programs for working with juvenile delinquents.

Sociology — The fundamentals of sociology and social processes are examined with emphasis on social organization, social change, population, and social psychology.

Human relations — a survey course of human behavior provides an understanding of the emotional and other factors that combine to form social groupings, awareness of congeniality groupings, and social isolation, together with the factors involved in the total process.

Psychology — introduction to the study of behavior. Individual differences in intelligence and personality; motivation and emotions; fundamentals of learning and memory.

Social problems — A study of the city and problems arising from modern urbanization and social change.

Race relations — concepts of race. Race relations in various countries. Bases of conflict, accommodation, and assimilation. Emphasis on race relations in America.

Public speaking — the development and improving of skills in oral communication and public speaking, and listening through classroom exercise in speaking and debate.

Essentials of interviewing — the basic elements in all human relationships are reviewed to provide the context and techniques for interviewing and individual treatment as practiced in social work, education, corrections, the ministry, and other areas where interviewing is essential.

Humanities — the foundations of our heritage in Greek, Hebrew, and early Christian culture. Art, English, history, philosophy, religion, speech, and classical and modern languages contribute to the humanities.

Government (national) — the political process: parties, interest groups, public opinion, and the electorate in the United States are examined.

Government (state and local) — the government of the states and their role in the federal government are examined, with emphasis on structure, function, and services. The growth and development of American cities and counties are reviewed with regard to political organization, functions, legal powers, and their places in the federal system.

Mathematics — principles and techniques of elementary algebra; the rational numbers; rational operations; exponents, polynominals; variations, logarithms.

Biology (with laboratory) — an introduction to the principles of biology, including cellular structure, chemistry, metabolism, reproduction, genetics, taxonomy, and other basic principles in biology.

Physical science — basic principles of physics, chemistry, geology, meteorology, and astronomy are provided in combination. (Many universities permit concentration in one or two of these subjects, rather than offering them in combination.)

Social science — contributions which the social sciences make to an understanding of modern civilizations and its problems.

Research methods — the nature of scientific method and basic techniques in social research are examined as applied to the collection, analysis, and interpretation of social data.

Statistics — an elementary survey of basic probability theory, random variables, and expected values. Decision-making problems are explored. Descriptive statistics are explained.

Data processing — methods of processing information in a computer system, programming and reading print-outs.

Methodology — research methods, basic statistics, collection of data, methods of analysis of data, writing research reports.

Developmental psychology — the growth and development of personality is explored from infancy to adulthood, with emphasis on the biological growth and cultural pressures and their influence on behavior.

Psychology of adjustment — human adjustments and the resulting forms of behavior are examined. Abnormal and normal behavior are contrasted. Special emphasis is placed on the determinants of adjustment.

Abnormal psychology — survey of theories and etiology of abnormal behavior and its social significance; description of symptoms; consideration of therapy techniques and theories of prevention.

Adolescent psychology — growth and development; peer cultures; capacity to deal with emotions, personality, sex, and moral behaviors.

Urban sociology — a study of the major problems which confront contemporary society, such as population imbalance; the causes of group prejudice; cultural and value conflicts; and the treatment and rehabilitation of the social deviate.

6. Giving Direction to Corrections Programs

Institutes, Conferences, and Workshops

The use of institutes, conferences, and workshops should be aimed toward administrative, middle-management, and specialized personnel. They should cover pertinent and timely topics, such as how to implement a Supreme Court decision, how to handle a significant problem, or other central issue. Some titles of institutes, conferences, and workshops might be as follows:

Jail Administration
Community-Corrections Relations
Legal Rights of Adult Felons
Legal Rights of Adult Misdemeanants
Legal Rights of Juveniles
The Use of the Psychiatrist, the Psychologist, and the Social Worker in Corrections
The Role of Correctional Education
The Chaplain in Corrections
Psychodrama in Corrections
Reality Therapy in Corrections
The Role of Social Welfare in Corrections
Institutional and Parole Board Views toward Release
The Significance or Insignificance of Long Hair, Tattoos, and Deviance
Symposium on Homosexual Behavior in Institutions
The Female Offender
New Narcotics Treatment Procedures
Alcohol, Detoxification, and Treatment
Symposium on Suicide

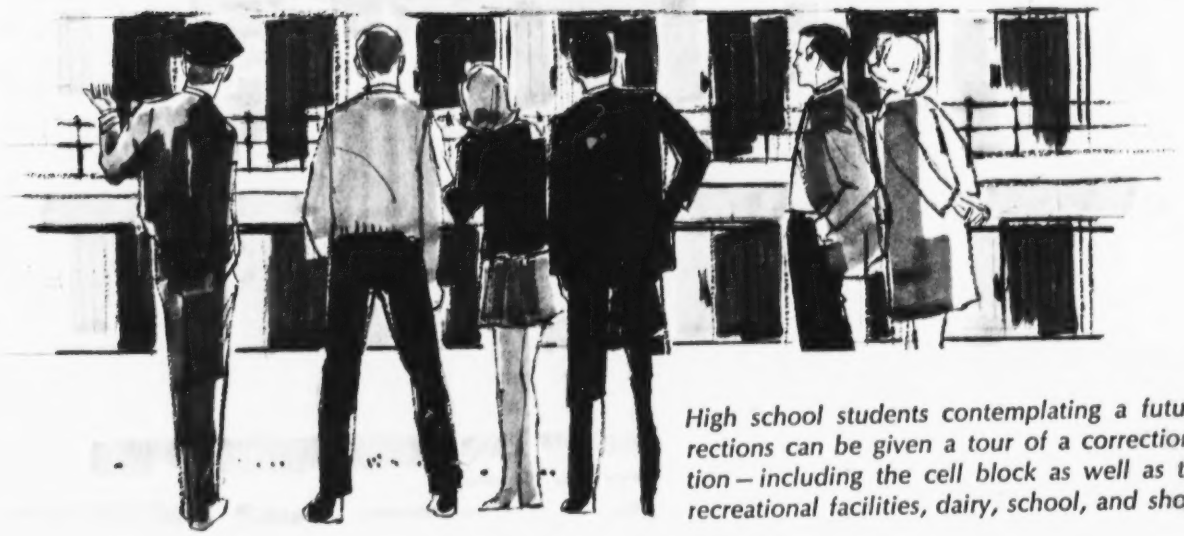
Any of a multiplicity of topics could well be covered in an institute, conference, or workshop. What is covered should be dictated by local needs and interests.

Faculty

The faculty of the community and junior college is most important because the people who implement a program are more important than the design of the program. The competence of the faculty—their orientation, their experience in the field, and their academic capability—determines the effectiveness of the program. Ability to market or convey information, concepts, and skills to potential semiprofessional workers or to correctional personnel in in-service training is of primary importance. A competent person who knows the correctional field but can not adequately impart the knowledge to others is just as ineffective as an incompetent instructor who can entertain students. It matters less whether the program is well organized or haphazardly put together than it does whether the faculty is competent. A good instructor can make a poor course of instruction beneficial, but a poor instructor can make a potentially good course of instruction a waste of time.

A faculty member should be a person with experience *and* with academic credentials commensurate with his position in the institution of higher learning. Experience alone can support an in-service course with the "nuts-and-bolts," the "nitty-gritty" tasks of getting a job done "by the manual"! Academic competence can, in addition, provide understanding as to why a job has to be done this way or provide several alternatives—all based on the reasons in theory and knowledge as to the frame of reference in which the job is done. Education involves both theory and practice. The difficulty with bringing practitioners in on a part-time instructional basis is that, too frequently, courses are built around "cases I have known" and reminiscences. Students exposed to this situation never may be exposed to theoretical considerations or the total context. On the other hand, students who are already in the field regard persons without practical experience as "book-readers" not acquainted with the real situation and consequently, it is important to find the optimum balance between the part-time practitioner and the academically oriented instructor dedicated to the professional concepts.

The best approach, of course, would be to have the faculty member with good background experience and the appropriate academic credentials. Another approach would be to have an academician or educator who does not have practical experience in the field but who is knowledgeable in corrections and communicates well with practitioners in the field. He would then bring in practitioners for purposes of specialization and provide supplemental information



High school students contemplating a future in corrections can be given a tour of a correctional institution – including the cell block as well as the library, recreational facilities, dairy, school, and shops.

in order to put the specialization in its proper context. The approach most difficult to defend in the community and junior college or, for that matter, any other institution of higher earning where academic credit is granted, would be to obtain practitioners without the academic credentials who could not place instructional content into the broader theoretical or scholarly framework. Frequently, a combination of the theoretician or academician and the practitioner teaching the same course or sequence of courses might provide the optimum way of meeting the need with available resources. The students would be either young persons going to the community college who may have an interest in the field of corrections or more mature practitioners already in the field of corrections. It is generally better to educate them together because they learn from each other as well as from the instructor and their readings.

Recruiting good students for corrections is important. A close relationship with high schools in the community through representation in their career day programs and close association with the counselors in the high schools and guidance personnel in colleges are conducive to encouraging desirable students to enter the field of corrections. Recruitment can be made easier by presenting corrections as a desirable field of endeavor, thereby providing an *esprit de corps* by professional identification.

Courses can be taught on the campus of the community and junior college or within the facilities of the correctional institution or agency. One advantage of teaching on campus is that the library facilities are available and the academic climate permeates the instructional activity, thereby supporting the motivation to study. An advantage of holding classes in the correctional institution or agency, on the other hand, is that the integration of theory and practice with more meaningful connections between students' work and study can be accomplished and further, a larger number of employees can be reached.

In the case of institutes, conferences, or short courses, another matter presents itself if the setting is on the campus of the community and junior college. Any new ideas or new procedures need mutual support of several people to be implemented in the institution or agency.

In some instances, the professionals have returned to school in order to learn how to use the semiprofessional assistants. A notable example has been the psychiatrists who attend classes and seminars in projective techniques with a view toward better use of the Rorschach Test and other projective techniques. This is a good way for the professionals themselves to learn the competencies and limitations of semiprofessional aides in order to make better use of his and their time.

A complex problem surrounding in-service education for corrections is that "experienced" personnel tend to rely on their experience — and that experience can vary widely. In many instances, the experience has been in procedural matters and traditional policy with little understanding of the correctional function in society. Old attitudes and stereotypes have to be eliminated before real learning can take place. Bad habits and provincial thinking built up over years of following the examples of "experienced" coworkers ill-fitted for their jobs frequently makes the correctional worker as difficult to reeducate as the correctional inmate is difficult to resocialize. Consequently, a reorientation task confronts most educational programs in the beginning, even though the "state of the art" of corrections varies widely throughout the country.

A background investigation has been considered by some as being desirable. For counseling purposes, of course, some background data would provide the community and junior college with information needed to give direction to the students concerning their occupational choices and consequently, their academic programs.

The student, then, can be a mixture of (1) young persons interested in the field of corrections, (2) experienced correctional personnel who have come back to school, (3) correctional personnel already on the job and taking courses one-at-the-time for self-improvement or for future goals, and (4) administrators and practitioners interested in short-term institutes, conferences, or short courses for specific purposes.

Basic Needs in Corrections

More than any other occupation in social control, the field of corrections needs persons who understand human behavior and social organization. These understandings are prerequisite for effective social control. Law enforcement, traffic regulation, and the administration of justice in the court systems place more emphasis on external control. Correctional programs should produce enough understanding of personality structure and the social system so that adequate diagnosis and treatment programs can be accomplished to induce social adjustment. Internal control functions become subordinate to the treatment of correctional functions in the field of corrections. All correctional personnel must be able to support and augment the correctional or treatment task and purpose.

To develop a person who can modify the behavior and attitudes of people necessitates careful selection and training. Too frequently, persons are drawn to corrections because they "like people," in which case the correctional worker may impair his effectiveness by becoming overly sympathetic and identifying with the client. On the other hand, many persons have been drawn to corrections because of their need to manifest superiority and control over others, in which case they also impair their effectiveness by sadistic or quasi-sadistic attitudes and behavior. The field of corrections needs persons who can view a personality as an engineer views a steel girder, diagnosing its weaknesses and strengths; and determining where it has to be buttressed to carry the expected load, and what has to be done for needed strengthening. One does not have to like people nor hate people to accomplish this, but one has to acquire the professional objectivity that permits effectiveness in modifying behavior of others. In summary, *the achievement of objectivity in accepting relationships with clients in a nonjudgmental manner and without emotional involvement is basic to the field of corrections.*

Selection and education are needed to accomplish this objective. Because people develop their temperament and social orientation over a long period of time, it is difficult to change them. It is easier to "weed out" persons temperamentally unsuited to the field than it is to attempt to educate everybody to a social orientation that will permit him to modify behavior of others. Many competent people are better suited for other fields. The education for corrections of those persons suited to such education by reason

of temperament and social orientation is important. They need further understanding of personality development and the social structure in order to use effectively the techniques of modifying behavior — the basic task of any correctional program.

Targets

The targets of community and junior college education in corrections comprise all citizens in some manner, through degree programs, certificate programs, institutes, conferences, or short courses. The primary targets are the semiprofessional personnel in corrections, such as house-parents in juvenile institutions, detention home supervisors and personnel, aides to professional personnel at all levels, correctional officers, service personnel in juvenile and adult correctional institutions, public welfare personnel, semiprofessional personnel in community-based correctional programs like halfway houses and work-release programs, and other correctional personnel. In addition, the community and junior college can serve other persons interested in the correctional field, such as journalists, potential employers, teachers, legislators, and law enforcement personnel.

Very important targets of a correctional education program in the community and junior college are the citizen leaders who have no direct interest in corrections. Through these persons can be developed the peripheral support in a community needed by any correctional program. This peripheral support will be needed more and more as the community-based correctional programs, such as work-release and halfway houses, are expanded. In addition, it is difficult to establish what the paper-wad-throwing boy in the back row or the bubble-gum-chewing coed will be doing ten years hence — many have matured and carried significant parts of their education into positions of leadership. The boy might have become governor, and the coed might have married the state legislator. Consequently, it is very important that the correctional courses be designed to serve a broad range of targets from specialized careers in corrections to the citizen understanding of the field.

The targets, then, would include everybody. Priority, of course, would have to be on people already in the field of corrections and those interested in entering the field. Because corrections is central to society, however, the correctional program in the community and junior college should be prepared to serve everybody in some way.

Goals

The goals involve raising the level of understanding of semiprofessional personnel and interested citizens in all correctional endeavors. General public education results in legislative support for correction programs. This produces better understanding of correctional problems and objectives. A primary goal is to increase staff development for correctional institutions and agencies within the community. Education of correctional officers, house-parents in juvenile institutions, jail and detention home workers, correctional workers aides, other semiprofessionals, and service and administrative staff is a goal of top priority.

A new goal would be the education and training of semiprofessional correctional workers who develop abilities that take the routine load from professional correctional workers. For example, the basic information in the presentence investigation report by the probation officer and the social history by the classification officer in institutions can be obtained and put together by a correctional aide. This would leave the professional free to do more counseling and interpersonal supervision; the job he was hired to do in the first place. California has recently advertised for applicants for "Correctional Worker Aide" to perform some of these semiprofessional tasks.

Legislation

Recent federal and state legislation has been enacted to increase and improve the available correctional manpower. The Joint Commission on Correctional Manpower and Training has recommended using inmates and ex-inmates in the absence of other qualified personnel. The Omnibus Crime Control and Safe Streets Act of 1968 provides funds to train and educate correctional personnel in degree programs directly related to the field. These funds may be secured either in the form of grants or loans. Similarly, the Juvenile Delinquency Act of 1968 aims at staff development.

Both work experience programs and corrections were specifically mentioned in the Vocational Education Amendments of 1968.

Many states have provided some sort of formalized educational program to improve personnel. Some have provided by law a work-study program. Others have provided public funds for educational leaves of absence in exchange for contracted commitment to serve the correctional agency for a specified minimum time. Public welfare departments have built-in educational programs for master's level education of a specified proportion to their staff, awarded on a competitive basis to personnel who have been on the job long enough to have a commitment to the agency and thus tied into a continuing commitment. Corrections badly needs this type of legislation.

Modern society is in a state of transition. Legislation must match that transition in order to maintain a dynamic correctional program. States can pass legislation related to minimum standards for correctional personnel.

Recommendations for governmental and private support of education and training in juvenile and adult corrections are prominent in all the reports from The President's Commission on Law Enforcement and Administration of Justice. Much of the federal and state legislation has received impetus from these recommendations.

Law enforcement education programs are being enacted through state and federal legislation offering grants or loans for training and work-study programs.

General Philosophy

The various functions of corrections involve an interaction between the freedom of the individual and the limits placed on him by society in the interest of order. All societies, as well as all organizations, function through an orderly division of labor and leadership recognized and accepted by all the individuals in it. The accommodation by the individual to this orderly society is known as the socialization of the growing personality. To understand the field of corrections, knowledge of the development of the personality and its accommodation to the broader society in which he functions is essential.

The objective of corrections is the eventual inculcation of values and internalized limits or controls within the individual offender so he can live in orderly society as a self-respecting, wage earning citizen. The approach of each specialty within the correctional program is aimed toward this objective even though it may seem to vary at first glance—such as the potential differences between custody and treatment.

The total knowledge of the objectives of corrections, the theory and practice of social control, and some understanding of all phases of the correctional procedure enable people with different specialties to function in a complementary manner to achieve a common goal.

In-service training and professionalization of custodial personnel have been effective in making the correctional officer, for example, part of the treatment team and further, in reducing turnover because of the identification of the correctional officer with a meaningful and professional objective.

The general philosophy of corrections, then, is treatment. Punitive approaches aggravate the problem of the individual and in turn, of society in this field. Sentimental approaches do not approach the problem, though they do less damage than punitive approaches. The treatment approach is the only logical approach in this field if more than 95 per cent of offenders are going to continue to be released from adult prisons and more than that from correctional programs. The therapeutic attitude to augment and support the therapeutic community and program must be developed to implement the treatment philosophy of corrections.

The Role of the Community and Junior Colleges

The junior college—originally intended to prepare persons for upper-division university education or merely to provide for some educational experience beyond high school—has evolved rapidly in American education. The more recent development of the comprehensive community college now includes technical and occupationally oriented education within its structure. In either case, these institutions provide the community with an educational service not otherwise available. Therefore, the community junior college is the most flexible and consequently, probably the most useful of all educational institutions.

Two-thirds of community and junior college graduates do not transfer to senior colleges and universities. Conversely, one-third of the community and junior college graduates use this educational institution as an intermediate step between high school and upper-division higher education. Community service functions, in addition, are comprised of short courses, institutes, workshops, and conferences for specific practical purposes.

The role of the community junior college in corrections is to provide basic education and training to preservice and in-service correctional personnel, and to offer short courses, institutes, workshops, and conferences for specific purposes within the correctional field. The education of semiprofessional personnel in correctional facilities should be central to the function of the community and junior college.

The primary roles at present appear to be working with correctional officers, houseparents, and related personnel in juvenile institutions, and correctional aides. These are the persons who have most contact with the juvenile or adult offenders in the correctional process. The correctional officer in the prison and the houseparent in the juvenile institution are obviously in close contact with their wards and inmates.

There were 933 community and junior colleges in the United States in 1969. Of these, 240 had programs in law enforcement and several had begun to develop programs in corrections. It has been estimated that there will be 1,000 community and junior colleges in the United States by 1970.

Several community and junior colleges have correctional programs. (They are listed in Appendix B.)

7. Beginning A Corrections Program

Program Information and Techniques

Public information about any new program is a never-ending process. It could be accomplished by informational processes — not a propagandistic process. The correctional educational program must be made available to the persons who are considered to be consumers as well as persons who will support it.

Brochures which explain the program should be objective and accurate to provide information about the program for students, correctional administrators, and other interested persons. Pictures of students and of the program activities provide some interest. Information about scholarships and college fees are all important to parents and employers.

Displays that provide information about correctional programs in the community and junior college are helpful.

Professional meetings are important in providing a professional identification with the field of corrections. The community and junior college should participate in these professional meetings. A student membership is available from the American Correctional Association and several other organizations.

The community and junior college paper should be used for news items covering all activities in all departments. Activities in the field of corrections should be no exception. As a matter of fact, special activities should be provided by the corrections program for exposure equivalent to any other department in the college.

Local news media, similarly, should be part of the program in corrections in any community and junior college. Any appearance in print or audiovisual exposure assists in reminding people that corrections is really an integral portion of modern society.

Field strips are — or should be — important in order to demonstrate to students that the corrective facilities are geared toward modern objectives with modern techniques. The integration of theory and practice is important in the educational process. It is also a public information function.

Public information, membership in community organizations, and other activities tend to influence the opinion-makers of the community. Corrections needs exposure to let people know what is trying to be accomplished and how it can be accomplished.

How To Get Started

Support for the community and junior college program must come from the field of practice, and it must be a service to the community. Consequently, correctional personnel in the community and administrators of the community and junior college must negotiate the program. Who initiates the negotiations is of little consequence. In some cases, the community and junior college have initiated action. In other cases, the community and junior college has responded to the expressed need of administrators or practitioners in the field of corrections.

Where the program gets its impetus matters little, as well. Some programs have begun when line personnel in the institution or agency have contacted an instructor in the community or junior college. Sometimes, both have had to "sell" their respective administrations. In other cases, the administrators of the agencies and institutions and the administrators of the community and junior colleges have initiated the program by agreement and almost by administrative fiat.

The majority of programs in related fields, such as law enforcement, have grown rapidly in quantity and quality as the needs of the community have been effectively served. In some cases, where the community and junior colleges have been apprehensive and cautious in the beginning, the college presidents have expressed amazement after one or two years of operation.

The need is unquestionably present. If it is met by the community and junior college, then a wholesome and mutually profitable relationship and program will thrive and upgrade the services of the community. If it is not met, then the trial-and-error, haphazard, loose federation of correctional services in the community will remain, with any variations from that pattern being the result of constructive efforts by individual correctional administrators. The need is there and can be amply demonstrated. The community and junior colleges have an unequivocal responsibility to meet the needs of their communities in the field of corrections.

Resources

There are many national and state resources for assistance. Some associations and organizations dedicated to the field of corrections, together with their addresses, are as follows:

American Association of Junior Colleges
1315 Sixteenth Street, N.W.
Washington, D.C. 20036

American Correctional Association
Woodridge Station, P. O. Box 10176
Washington, D.C. 20018

Big Brothers of America
341 Suburban Station Building
Philadelphia, Pennsylvania 19103

Child Welfare League of America
44 East 23rd Street
New York, New York 10010

Correctional Services
The Salvation Army
120-130 West 14th Street
New York, New York 10003

Council on Social Work Education
345 East 46th Street
New York, New York 10017

International Prisoners Aid Association
526 West Wisconsin Avenue
Milwaukee, Wisconsin 53203

The Joint Commission on Correctional Manpower and Training, Inc.
1522 K Street, N.W.
Washington, D.C. 20005

National Council on Crime and Delinquency
44 East 23rd Street
New York, New York 10010

Office of Law Enforcement Assistance Administration
U.S. Department of Justice
633 Indiana Avenue, N.W.
Washington, D.C. 20530

United States Bureau of Prisons
101 Indiana Avenue, N.W.
Washington, D.C. 20537

National Sheriffs Association
Suite 209
1250 Connecticut Avenue, N.W.
Washington, D.C. 20036

United States Department of Health, Education and Welfare
Children's Bureau
330 C Street, S.W.
Washington, D.C. 20003

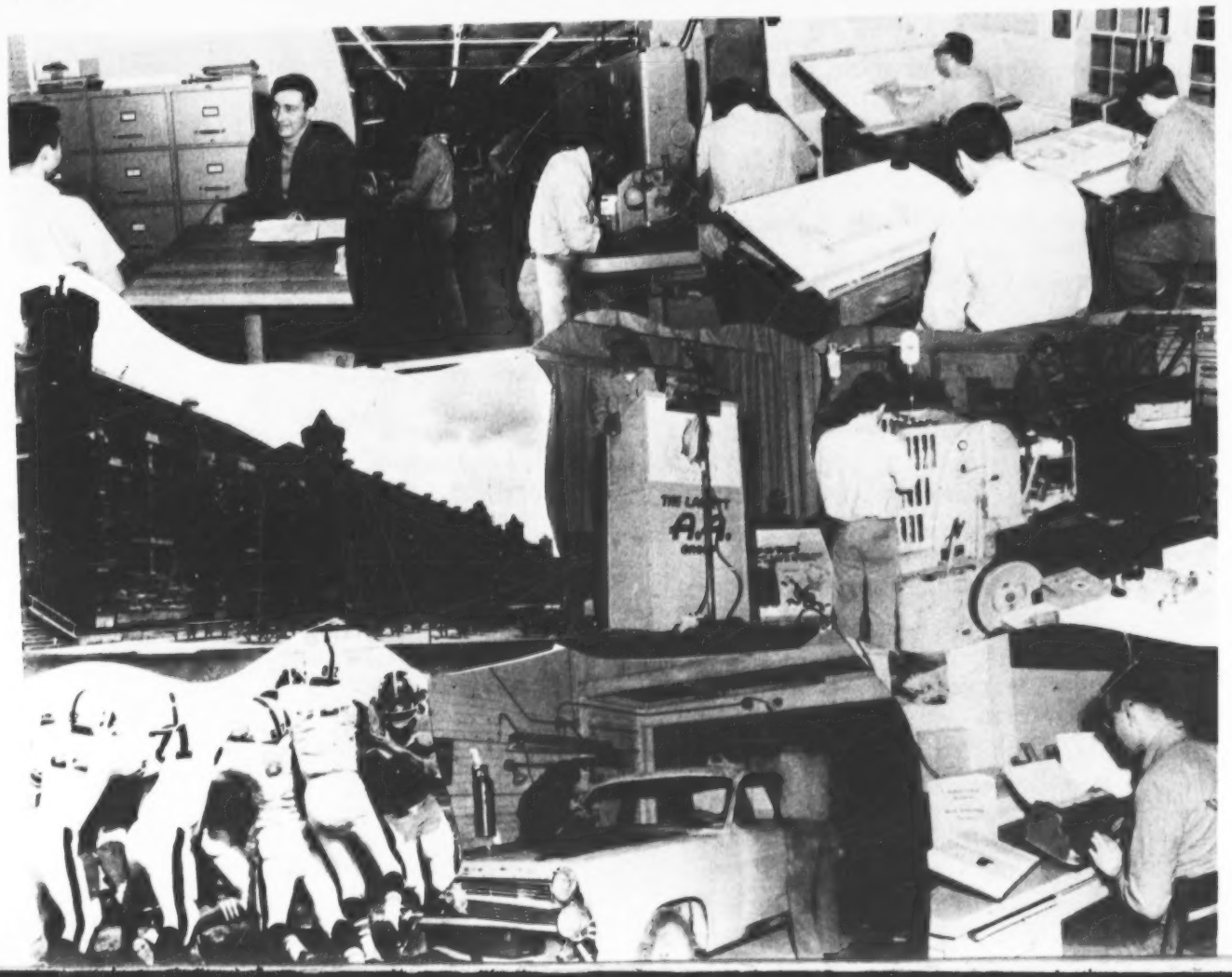
Bibliography and Texts

Listing of texts and suggested bibliography would be dated prior to the publishing of this publication. Consequently, information requests for texts and suggested bibliography, including library materials, should be directed to the American Correctional Association, Woodridge Station, Post Office Box 10176, Washington, D.C. 20018, and/or the Information Center, National Council on Crime and Delinquency, 44 East 23rd Street, New York, New York 10010.

The American Association of Junior Colleges, 1315 Sixteenth Street, N.W., Washington, D.C. 20036, can provide staff consulting services to institutions interested in discussing or planning programs in correctional education, as well as furnish names of possible practitioners throughout the country who might also serve as consultants.

Summary

The community and junior college has a significant role and responsibility in the education of semiprofessional correctional personnel in all phases of corrections. It has an equally significant role in preparing preservice personnel for employment and creating an awareness of the field of corrections for all citizens. There is the additional importance of correctional knowledge that can be useful to students pursuing study in such fields as law enforcement, law, and social work. Even beyond those directly related fields, future clergymen, political scientists, and the like should be exposed to some general information in this area. It has a role and responsibility for short courses, institutes, workshops, and conferences focused toward specific problems and issues. Ideally situated in relationship to other educational institutions and within the community, the junior college has an opportunity to contribute probably more than any other educational institution to the professionalization of corrections in America.



APPENDICES

Appendix A

Job Descriptions of Correctional Aides

There are several states that have had experience with the correctional aide. Sample job descriptions are as follows:

California

A correctional Work Assistant supervises the conduct of inmates in housing units, during meals and bathings, at recreation, in various testing procedures, and on work and other assignments, and escorts them to and from activities; patrols grounds, quarters, perimeter security walls and fences, or shops; oversees the work of a group of inmates detailed to mechanical or industrial operations, or to farm, maintenance, or other activities; searches inmates for contraband, weapons, or use of narcotics; inspects quarters of inmates for contraband, and checks on sanitary conditions and orderliness; promotes acceptable attitudes and behavior of inmates; participates in programs designed to prepare inmates for eventual release to the community; reports infractions of rules and regulations and irregular and suspicious occurrences, and takes or recommends appropriate action; may participate as a leader in group counseling of inmates; and does other work as required.

Michigan

General Description

Employees in these classes perform subprofessional counseling duties for inmates in a state penal institution; and perform related work.

Examples of Work

Prison Counselor Aide 07

In the prison individual treatment program, conducts routine counseling activities for an assigned caseload of inmates.

Makes referrals to counselors and other professional staff for special counseling or therapy.

Interviews inmates regarding visiting lists, mail lists, requests for reclassification, and other personal affairs.

Answers inmates' written requests for information.

Compiles reports from the block office, school, chaplains, and work supervisors for preparation of the parole eligibility report.

Prepares evaluation-of-progress reports for the men assigned.

Prison Counselor Aide 08

As a more experienced counselor, performs the work described for Prison Counselor Aide 07.

Experience and Education Requirements

Prison Counselor Aide 07

Three years of experience in the supervision of prison inmates and completion of one year of college training.

Prison Counselor Aide 08

Two years of experience as a Prison Counselor Aide 07, and completion of two years of college training (in any case, junior-level status).

Other Requirements

Open to men only.

Physical condition adequate for performance of the work.
Tact and similar qualities necessary in meeting and dealing effectively with others.
Willingness to participate in in-service training.
Knowledge of the habits, attitudes, and behavior of prison inmates.
Knowledge of social problems in a prison situation.
Knowledge of the basic theories and techniques of social work in relation to the treatment of the adult offender.
Knowledge of the role of counseling in dealing with prison inmates.
Ability to deal effectively with persons of antisocial attitudes, to win their confidence and influence their actions.
Ability to apply modern methods in the development of treatment programs and plans for prison inmates.
Ability to prepare reports.

Additional Requirements for Prison Counselor Aide 08

Greater skill in the application of knowledges and abilities required for the lower level.

Pennsylvania

CORRECTIONS COUNSELING TECHNICIAN I ($5905-$7532)

Definition: This is introductory training work in a counseling unit of a state correctional institution.

An employee in this class performs beginning level advisory and counseling duties of a training nature in the social service or counseling section of a state correctional institution. Work involves participation in formal and on-the-job training sessions to develop skills in providing advisory and counseling services to inmates. Duties include learning the techniques of institutional operations and becoming familiar with the problems of inmate adjustment. Supervision and training are received from a professional superior who receives completed assignments for adherence to instructions and institutional standards.

Examples of Work Performed: Participates in formal and on-the-job training sessions to develop technical counseling and advisory skills.

Observes professional counselors in the performance of inmate interviews.
Assists in compiling and maintaining case histories of inmates.
Serves as a proctor during the administration of inmate tests.
Performs related work as required.

CORRECTIONS COUNSELING TECHNICIAN II ($6510-$8304)

Definition: This is technical advisory work in a counseling unit of a state correctional institution.

An employe in this class performs a variety of advisory and counseling duties in the social service department of a state correctional institution. Duties include interviewing assigned inmates to obtain and record educational, employment, personal, and family histories. Work may involve recommending changes in inmate housing assignments, assisting with the administration of aptitude and performance tests, and aiding assigned inmates in their institutional adjustment. Work is

reviewed by a professional and administrative superior through observation, reports, and conferences.

Examples of Work Performed: Interviews and advises assigned inmates on a variety of problems relating to their institutional adjustment, such as mail, family visiting privileges, and institutional rules and regulations.

Compiles histories of inmates from personal interviews and correspondence with various public agencies.

Assists in the administration of standardized tests.

Explains the vocational program to assigned inmates and encourages interest in extracurricular activities.

Assists and advises inmates on preparation of personal and nonlegal correspondence, such as social security, selective service, and money order deposits.

Attends classification treatment clinics during which training and treatment plans are made.

Recommends work and housing assignments of inmates as a treatment measure as well as to improve institutional adjustment and general welfare.

Maintains files of case histories and prepares routine reports.

Performs related work as required.

Appendix B

Associate Degree Correctional Programs Available in Community and Junior Colleges in 1969

California
- Allan Hancock College, Santa Maria
- Bakersfield College, Bakersfield
- Cerritos Junior College, Norwalk
- Chaffey College, Alta Loma
- Columbia Junior College, Columbia
- Cuesta College, San Luis Obispo
- Grossmont College, El Cajon
- Lassen Junior College, Susanville
- Mount San Antonio College, Walnut
- Orange County Community College, Costa Mesa
- Pasadena City College, Pasadena
- San Joaquin Delta College, Stockton
- College of the Redwoods, Eureka
- Shasta College, Redding
- Taft College, Taft

Canada
- Mount Royal Junior College, Calgary, Alberta

Florida
- Florida Junior College, Jacksonville
- Miami-Dade Junior College, Miami

Illinois
- Southern Illinois University at Carbondale

Maryland
- Catonsville Community College, Baltimore

Nevada
- Elko Community College, Elko

New Jersey
- Burlington County Community College, Pemberton
- Mercer Community College, Trenton
- Middlesex County College, Edison

New York
- Dutchess Community College, Poughkeepsie
- Orange County Community College, Middletown
- State University of New York at Farmingdale, Long Island
- Ulster Community College, Stone Ridge

Pennsylvania
- Bucks County Community College, Newton
- Harrisburg Area Community College, Harrisburg

South Carolina
- University of South Carolina, College of General Studies, Columbia

Washington
- Walla Walla Community College, Walla Walla

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